

PSHE at Claycots

Claycots Primary School



www.claycots.co.uk
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PSHE team

Mrs Padgham is our PSHE Leader at Claycots





The vision for PSHE

PSHE plays a vital role at Claycots. We believe that having a calm and happy learning environment in which children feel safe to communicate their needs clearly is vital to support all aspects of their learning and development.

At Claycots, we believe that a successful PSHE curriculum will allow our children to leave Claycots knowing how to stay safe, healthy and prepared to take advantage of the different life opportunities that are given to them.

Our curriculum will enable our children to become confident members of the community with a clear understanding of their rights and responsibilities as a citizen in a diverse society.



Subject Intent

At Claycots, PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the 'whole child' intellectually, morally, socially and spiritually.

Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we can provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and wider community. Our pupils: develop a confidence in sharing their own thoughts and opinions with others, develop skills and attributes to keep themselves healthy and safe, develop an attitude of a responsible global citizen, show tolerance of others' beliefs, religions and life choices and build positive, respectful relationships with other people.



Subject Implementation

Implementation

At Claycots, we know that PSHE plays an integral part of children's education and needs to be taught weekly; although there are occasions where staff members may feel that it is necessary to teach PSHE because of something that has happened during the day. We understand the importance of children learning from their role models. Therefore, it is every member of staff's responsibility to be showing the children how to act in a respectful way and all staff members to have high expectations of all children at Claycots School.

We deliver PSHE through the PSHE Association curriculum which supports our aim to develop the whole child through a spiral curriculum approach. This ensures that skills and knowledge are built on year-by-year and sequences content appropriately to maximise learning for all children.

PSHE is taught through the PSHE Association's 3 termly units which are: Relationships, Living in the Wider World and Health and Wellbeing.

Every lesson is built upon a class charter which classes create together at the beginning of the year. The lessons always end with the opportunity for the children to reflect upon their understanding and learning from the session.

It also identifies links to British Values and SMSC and is taught in a way which reflects the overall aims, values, and ethos of the school.

Wider curriculum and cultural capital:

- PSHE is a critical part of the curriculum and is therefore often taught and covered within other subject areas.
- Children in Year 2 to Year 6 are given the opportunity to stand for the School Council.
- We are in the process of developing our Cultural Capital by celebrating different events throughout the school year such as Diversity Week and Children's Mental Health Week.
- Our assemblies are linked to our school values and ethos as well as learning how to regulate our emotions.



Subject overview

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking Permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media



Subject progression map

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise; hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
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Year 3	What makes a family; features of family life	Personal boundaries- safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places



Subject progression map

Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing differences sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
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How we measure progress

At Claycots, we measure progress in PSHE in a variety of ways which I will list below:

- At the end of each session, we provide children with reflection time in which they decide how well they have met the learning intention for the lesson, and they communicate if they need further support.
- Teachers use specific targeted questioning to assess the children's understanding of a topic.
- Discussion plays an important role in PSHE assessment and we feel that it is important that children get time to discuss their views on specific topics in a safe learning environment.
- Role-play, hot seating and other drama techniques, allow the children to act out how they would respond in different situations. This allows the teacher to see children's initial responses to situations and how we can support their learning to deal with them appropriately.
- Mind maps are often used during initial discussions when a new topic has started. They are then referred back to and added to as the topic progresses.
- Drawing and writing activities.



Visits and experiences

At Claycots we provide our children with a variety of opportunities to help enhance their experiences of PSHE in school. Here are some of the ways that we do this:

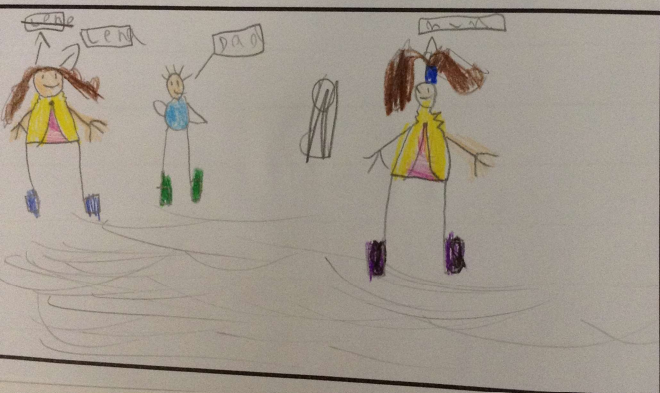
- Children in Years 1-6 are able to participate in the School Council. The children share why they think they would be a good representative for the class. The class then takes part in a vote to elect the new member.
- As a school we take part in World Mental Health Week- children take part in different activities to help support their mental wellbeing.
- Behaviour curriculum- at Claycots we have a bespoke behaviour curriculum which has links to our PSHE curriculum.
- Years 5 and 6 complete the choices programme- this programme enables children to make better choices and supports them with transitioning into secondary school.
- Phase assemblies- these happen weekly and are themed to meet the vision and values of the school.
- Anti-bullying week- children discuss what it means to be bullied and strategies we can use to help support ourselves and our peers if we encounter bullying in our school.

Examples of learning

WB: Monday 17th April 2023

L1: I can identify the members of my family and understand that there are lots of different types of families.

I know how it feels to belong to a family and care about people who are important to me.



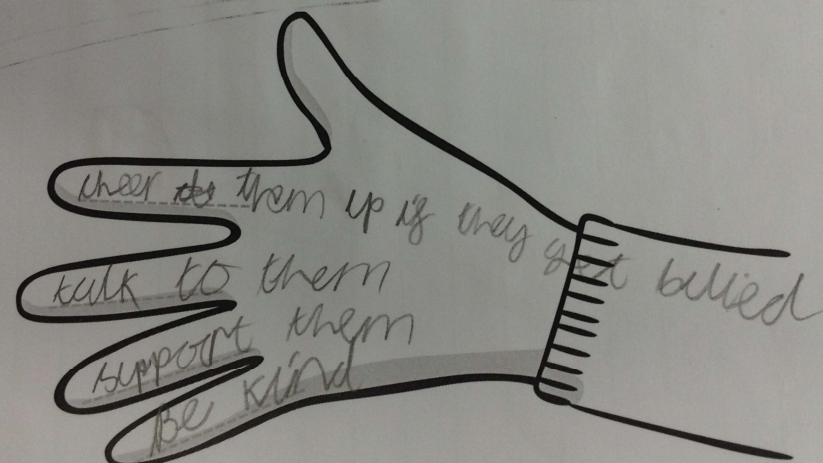
In Year One the children have been talking about their families. They discussed how being part of their family made them feel.

In Year Three the children created a helping hand of different things that they could do to help support someone who is being bullied.

Tuesday 15th November 2022

A Helping Hand!

On each finger write an idea about how you could help someone who is being bullied feel better.

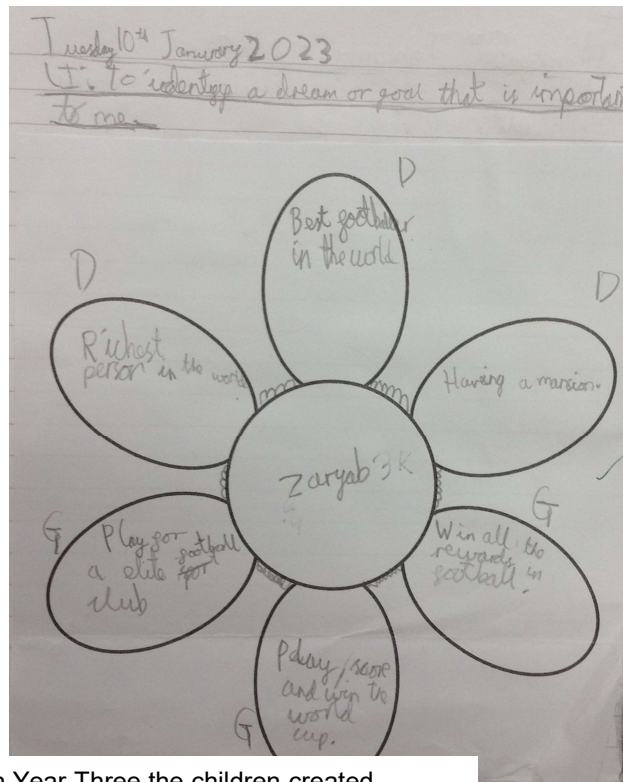




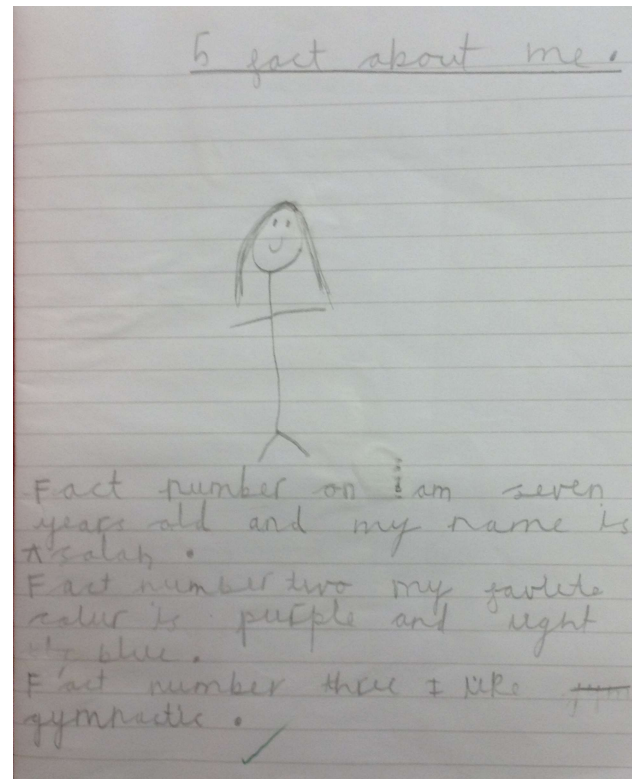
Examples of learning

In Year Three at the beginning of the year the children shared 5 facts that they thought their teacher should know about them.

In Year Five the children learnt about the importance of healthy eating. To start their initial discussion, they listed foods that were healthy and unhealthy.



In Year Three the children created flowers of dreams. In each petal the children wrote a dream that was important to them.



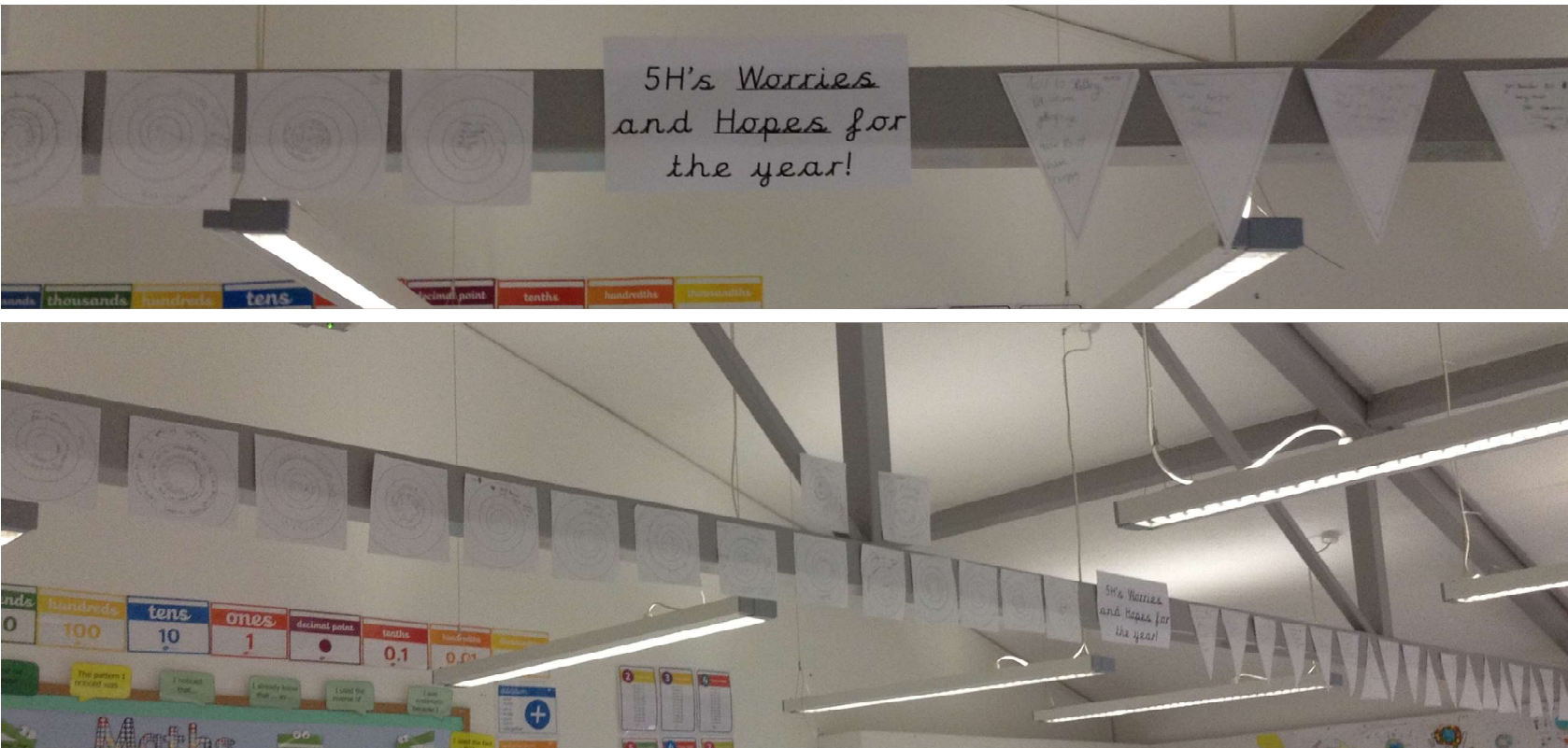
Wednesday 13th March 2023
LT: To understand that the amount of calories eat and sugar I put in my body will affect my health.

Healthy	unhealthy
vegetables	chips
fruits	Kee
coconut water	Mc donalds
almonds	chips
nuts	biscuits
water	Nutella
milk	chicken burger
salad	Jam
pasta	pepsi
strawberry	honey
popcorn	pizza
pepsi max	chocolate cake



Examples of learning

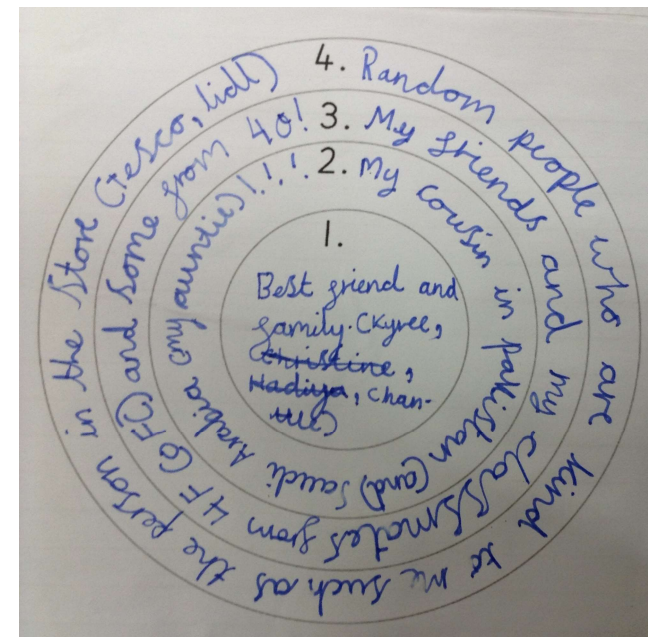
In Year 5 they have created their own display about their worries and hopes for the year. The children have written their worry in the spiral and their hope in the flag. Each half term the children take time to look and reflect upon their hopes and worries. The children are then given time to add a new hope that they have and any new worries that they may have too.



Examples of learning



As an act of kindness children chose a member of their class from a hat and made them a "Bee Kind Note". On the note the children wrote things that they liked about the person that they had chosen.



In Year 4 the children have been discussing people that they feel comfortable around and people that they can trust.



Pupil voice

What our children say about PSHE at Claycots:

"I like it because we get to learn about calmness, health and how to be kind to each other." Y4 Child

"In PSHE we learn about health, the food we need to eat and exercising. I like to do some work outs and gym stuff like gymnastics. We learnt about our family at the start of the year. PSHE makes me feel good and ready to learn. "

Y3 child

"PSHE makes me feel content, happy, excited and ready to learn because PSHE is about being ready to learn, being respectful and caring towards people. It is a really fun lesson." Y4 child

"In PSHE we do different activities. We learn about how to wash your hands and to brush our teeth properly." Y2 child

"We learn to be good friends by helping someone if they fall over. We are learning about where we belong." Y2 child

"We learnt that no matter if you are a boy or a girl you can do anything you want to." Y2 child

"I like it when we draw pictures of our family and talk about how we look different but it's still ok." Y1 child

"We learn about what we are good at and what we want to be better at."

Claycots School PSHE and RHE Medium Term Plan

Reception						
<u>Autumn 1</u> <u>Being Me in My World</u>	Piece 1 Who... Me?!	Piece 2 How am I feeling today?	Piece 3 Being at School	Piece 4 Gentle Hands	Piece 5 Our Rights	Piece 6 Our Responsibilities
<u>Autumn 2</u> <u>Celebrating Difference</u>	Piece 1 What I am good at?	Piece 2 I'm Special, I'm Me!	Piece 3 Families	Piece 4 Houses and Homes	Piece 5 Friends	Piece 6 Standing Up for Yourself
<u>Spring 1</u> <u>Dreams and Goals</u>	Piece 1 Challenge	Piece 2 Never Giving Up	Piece 3 Setting a Goal	Piece 4 Obstacles and Support	Piece 5 Flight to the Future	Piece 6 Footprint Awards
<u>Spring 2</u> <u>Healthy Me</u>	Piece 1 Everybody's Body	Piece 2 We like to move it, move it!	Piece 3 Food, Glorious Food	Piece 4 Sweet Dreams	Piece 5 Keeping Clean	Piece 6 Stranger Danger
<u>Summer 1</u> <u>Relationships</u>	Piece 1 My Family and Me!	Piece 2 Make friends, make friends, never ever break friends! 1	Piece 3 Make friends, make friends, never ever break friends! 2	Piece 4 Falling Out and Bullying Part 1	Piece 5 Falling Out and Bullying Part 2	Piece 6 Being the Best Friend that we can Be
<u>Summer 2</u> <u>Changing Me</u>	Piece 1 My Body	Piece 2 Respecting My Body	Piece 3 Growing Up	Piece 4 Fun and Fears Part 1	Piece 5 Fun and Fears Part 2	Piece 6 Celebration

Key

Red – Taught in line with the Science National Curriculum (statutory)

Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

Year 1						
Autumn 1 <u>Being Me in My World</u>	Piece 1 Special and Safe	Piece 2 My Class	Piece 3 Rights and Responsibilities	Piece 4 Rewards and Feeling Proud	Piece 5 Consequence	Piece 6 Owning our Learning Charter
Objectives	I know how to use my Jigsaw Journal. I feel special and safe in my class.	I understand the rights and responsibilities as a member of my class. I know that I belong to my class.	I understand the rights and responsibilities for being a member of my class.	I know my views are valued and can contribute to the Learning Charter. I recognise how it feels to be proud of an achievement.	I can recognise the choices I make and understand the consequences. I recognise the range of feelings when I face certain consequences.	I understand my rights and responsibilities within our Learning Charter. I understand my choices in following the Learning Charter.
Autumn 2 <u>Celebrating Difference</u>	Piece 1 The same as...	Piece 2 Different from...	Piece 3 What is 'bullying'?	Piece 4 What do I do about bullying?	Piece 5 Making New Friends	Piece 6 Celebrating Difference; Celebrating Me
Objectives	I can identify similarities between people in my class. I can tell you some ways in which I am the same as my friends.	I can identify differences between people in my class. I can tell you some ways I am different from my friends.	I can tell you what bullying is. I understand how being bullied might feel.	I know some people who I could talk to if I was feeling unhappy or being bullied. I can be kind to children who are bullied.	I know how to make new friends. I know how it feels to make a new friend.	I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.
Spring 1 <u>Dreams and Goals</u>	Piece 1 My Treasure Chest of Success	Piece 2 Steps to Goals	Piece 3 Achieving Together	Piece 4 Stretchy Learning	Piece 5 Overcoming Obstacles	Piece 6 Celebrating My Success

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Objectives	I can set simple goals. I can tell you about a thing I do well.	I can set a goal and work out how to achieve it. I can tell you how I learn best.	I understand how to work well with a partner. I can celebrate achievement with my partner.	I can tackle a new challenge and understand this might stretch my learning. I can identify how I feel when I am faced with a new challenge.	I can identify obstacles which make it more difficult to achieve my new challenge and can work out how to overcome them. I know how I feel when I see obstacles and how I feel when I overcome them.	I can tell you how I felt when I succeeded in a new challenge and how I celebrated it. I know how to store the feelings of success in my internal treasure chest.
<u>Spring 2</u> <u>Healthy Me</u>	Piece 1 Being Healthy	Piece 2 Healthy Choices	Piece 3 Clean and Healthy	Piece 4 Medicine Safety	Piece 5 Road Safety	Piece 6 Happy, Healthy Me
Objectives	I understand the difference between being healthy and unhealthy, and know some ways to keep myself healthy. I feel good about myself when I make healthy choices.	I know how to make healthy lifestyle choices. I feel good about myself when I make healthy choices.	I know how to keep myself clean and healthy, and understand how germs cause disease/illness I know that all household products including medicines can be harmful if not used properly. I am special so I keep myself safe.	I understand that medicines can help me if I feel poorly and I know how to use them safely. I know some ways to help myself when I feel poorly.	I know how to keep safe when crossing the road, and about people who can help me to stay safe. I can recognise when I feel frightened and know who to ask for help.	I can tell you why I think my body is amazing and can identify some ways to keep it safe and healthy. I can recognise how being healthy helps me to feel happy.
<u>Summer 1</u> <u>Relationships</u>	Piece 1 Families	Piece 2 Making Friends	Piece 3 Greetings	Piece 4 People Who Help Us	Piece 5 Being My Own Best Friend	Piece 6 Celebrating My Special Relationships

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Objectives	<p>I can identify the members of my family and understand that there are lots of different types of families.</p> <p>I know how it feels to belong to a family and care about the people who are important to me.</p>	<p>I can identify what being a good friend means to me.</p> <p>I know how to make a new friend.</p>	<p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer.</p> <p>I can recognise which forms of physical contact are acceptable and unacceptable to me.</p>	<p>I know who can help me in my school community.</p> <p>I know when I need help and know how to ask for it.</p>	<p>I can recognise my qualities as person and a friend.</p> <p>I know ways to praise myself.</p>	<p>I can tell you why I appreciate someone who is special to me.</p> <p>I can express how I feel about them.</p>
<u>Summer 2</u> <u>Changing Me</u>	Piece 1 Life Cycles	Piece 2 Changing Me	Piece 3 My Changing Body	Piece 4 Boys' and Girls' Bodies	Piece 5 Learning and Growing	Piece 6 Coping with Changes
Objectives	<p>I am starting to understand the life cycles of animals and humans.</p> <p>I understand that changes happen as we grow and that this is OK.</p>	<p>I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I know that changes are OK and that sometimes they will happen whether I want them to or not.</p>	<p>I can tell you how my body has changed since I was a baby.</p> <p>I understand that growing up is natural and that everybody grows at different rates.</p>	<p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p> <p>I respect my body and understand which parts are private.</p>	<p>I understand that every time I learn something new, I change a little bit</p> <p>I enjoy learning new things.</p>	<p>I can tell you about changes that have happened in my life.</p> <p>I know some ways to cope with changes.</p>

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Year 2						
Autumn 1 <u>Being Me in My World</u>	Piece 1 Hopes and Fears for the Year	Piece 2 Rights and Responsibilities	Piece 3 Rewards and consequences	Piece 4 Rewards and Consequences	Piece 5 Our Learning Charter	Piece 6 Owning our Learning Charter
Objectives	I can identify some of my hopes and fears for this year. I know how to use my Jigsaw Journal. I recognise when I feel worried and know who to ask for help.	I understand the rights and responsibilities for being a member of my class and school. I recognise when I feel worried and know who to ask for help.	I understand the rights and responsibilities for being a member of my class. I can help to make my class a safe and fair place.	I can listen to other people and contribute my own ideas about rewards and consequences. I can help make my class a safe and fair place.	I understand how following the Learning Charter will help me and others learn. I can work cooperatively.	I can recognise the choices I make and understand the consequences. I am choosing to follow the Learning Charter.
Autumn 2 <u>Celebrating Difference</u>	Piece 1 Boys and Girls	Piece 2 Boys and Girls	Piece 3 Why does Bullying Happen?	Piece 4 Standing up for Myself and Others	Piece 5 Gender Diversity	Piece 6 Celebrating Difference and Still Being Friends
Objectives	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are similar and feel good about this.	I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). I understand some ways in which boys and girls are different and accept that this is OK.	I understand that bullying is sometimes about difference. I can tell you how someone who is bullied feels. I can be kind to children who are bullied.	I can recognise what is right and wrong and know how to look after myself. I know when and how to stand up for myself and others. I know how to get help if I am being bullied.	I understand that it is OK to be different from other people and to be friends with them. I understand we shouldn't judge people if they are different. I know how it feels to be a friend and have a friend.	I can tell you some ways I am different from my friends. I understand these differences make us all special and unique.

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Spring 1 <u>Dreams and Goals</u>	Piece 1 Goals to Success	Piece 2 My Learning Strengths	Piece 3 Learning with Others	Piece 4 A Group Challenge	Piece 5 Continuing Our Group Challenge	Piece 6 Celebrating Our Achievement
Objectives	I can choose a realistic goal and think about how to achieve it. I can tell you things I have achieved and say how that makes me feel.	I carry on trying (persevering) even when I find things difficult. I can tell you some of my strengths as a learner.	I can recognise who I work well with and who it is more difficult for me to work with. I can tell you how working with other people helps me learn.	I can work well in a group. I can work with others in a group to solve problems.	I can tell you some ways I worked well with my group. I can tell you how I felt about working in my group.	I know how to share success with other people. I can tell you how being part of a successful group feels and I can store these feelings in my internal treasure chest.
Spring 2 <u>Healthy Me</u>	Piece 1 Being Healthy	Piece 2 Being Relaxed	Piece 3 Medicine Safety	Piece 4 Healthy Eating	Piece 5 Healthy Eating	Piece 6 Happy, Healthy Me!
Objectives	I know what I need to keep my body healthy. I am motivated to make healthy lifestyle choices.	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed. I can tell you when a feeling is weak and when a feeling is strong.	I understand how medicines work in my body and how important it is to use them safely. I feel positive about caring for my body and keeping it healthy.	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy. I have a healthy relationship with food and know which foods I enjoy the most.	I can make some healthy snacks and explain why they are good for my body. I can express how it feels to share healthy food with my friends.	I can decide which foods to eat to give my body energy. I have a healthy relationship with food and I know which foods are most nutritious for my body.

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<u>Summer 1</u> <u>Relationships</u>	Piece 1 Families	Piece 2 Keeping Safe - Exploring Physical Contact	Piece 3 Friends and Conflict	Piece 4 Secrets	Piece 5 Trust and Appreciation	Piece 6 Celebrating My Special Relationships
Objectives	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.</p> <p>I accept that everyone's family is different and understand that most people value their family.</p>	<p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not.</p> <p>I know which types of physical contact I like and don't like and can talk about this.</p>	<p>I can identify some of the things that cause conflict with my friends.</p> <p>I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends.</p>	<p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret.</p> <p>I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this.</p>	<p>I recognise and appreciate people who can help me in my family, my school and my community.</p> <p>I understand how it feels to trust someone.</p>	<p>I can express my appreciation for the people in my special relationships.</p> <p>I am comfortable accepting appreciation from others.</p>
<u>Summer 2</u> <u>Changing Me</u>	Piece 1 Life Cycles in Nature	Piece 2 Growing from Young to Old	Piece 3 The Changing Me	Piece 4 Boys' and Girls' Bodies	Piece 5 Assertiveness	Piece 6 Looking Ahead
Objectives	<p>I can recognise cycles of life in nature.</p> <p>I understand there are some changes that are outside my control and can recognise how I feel about this.</p>	<p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can identify people I respect who are older than me.</p>	<p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I feel proud about becoming more independent.</p>	<p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being a boy/girl.</p>	<p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I am confident to say what I like and don't like and can ask for help.</p>	<p>I can identify what I am looking forward to when I move to my next class.</p> <p>I can start to think about changes I will make when I am in Year 3 and know how to go about this.</p>

Key

Red – Taught in line with the Science National Curriculum (statutory)

Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

Year 3						
Autumn 1 <u>Being Me in My World</u>	Piece 1 Getting to Know Each Other	Piece 2 Our Nightmare School	Piece 3 Our Dream School	Piece 4 Rewards and Consequences	Piece 5 Our Learning Charter	Piece 6 Owning our Learning Charter
Objectives	<p>I recognise my worth and can identify positive things about myself and my achievements. I can set personal goals.</p> <p>I know how to use my Jigsaw Journal I value myself and know how to make someone else feel welcome and valued.</p>	<p>I can face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>I recognise how it feels to be happy, sad or scared and am able to identify if other people are feeling these emotions.</p>	<p>I understand why rules are needed and how they relate to rights and responsibilities.</p> <p>I know how to make others feel valued.</p>	<p>I understand that my actions affect myself and others and I care about other people's feelings.</p> <p>I understand that my behaviour brings rewards/ consequences.</p>	<p>I can make responsible choices and take action.</p> <p>I can work cooperatively in a group.</p>	<p>I understand my actions affect others and try to see things from their points of view.</p> <p>I am choosing to follow the Learning Charter.</p>
Autumn 2 <u>Celebrating Difference</u>	Piece 1 Families	Piece 2 Family Conflict	Piece 3 Witness and Feelings	Piece 4 Witness and Solutions	Piece 5 Words That Harm	Piece 6 Celebrating Difference: Compliments
Objectives	<p>I understand that everybody's family is different and important to them.</p> <p>I appreciate my family/the people who care for me</p>	<p>I understand that differences and conflicts sometimes happen among family members.</p> <p>I know how to calm myself down and can use the 'Solve it together' technique.</p>	<p>I know what it means to be a witness to bullying.</p> <p>I know some ways of helping to make someone who is bullied feel better</p>	<p>I know that witnesses can make the situation better or worse by what they do.</p> <p>I can problem-solve a bullying situation with others.</p>	<p>I recognise that some words are used in hurtful ways.</p> <p>I try hard not to use hurtful words (e.g. gay, fat).</p>	<p>I can tell you about a time when my words affected someone's feelings and what the consequences were.</p> <p>I can give and receive compliments and know how this feels.</p>

Key

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Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

Spring 1 <u>Dreams and Goals</u>	Piece 1 Dreams and Goals	Piece 2 My Dreams and Ambitions	Piece 3 A New Challenge	Piece 4 Our New Challenge	Piece 5 Our New Challenge	Piece 6 Celebrating My Learning
Objectives	<p>I can tell you about a person who has faced difficult challenges and achieved success.</p> <p>I respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).</p>	<p>I can identify a dream/ambition that is important to me</p> <p>I can imagine how I will feel when I achieve my dream/ambition.</p>	<p>I enjoy facing new learning challenges and working out the best ways for me to achieve them.</p> <p>I can break down a goal into a number of steps and know how others could help me to achieve it.</p>	<p>I am motivated and enthusiastic about achieving our new challenge.</p> <p>I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.</p>	<p>I can recognise obstacles which might hinder my achievement and can take steps to overcome them.</p> <p>I can manage the feelings of frustration that may arise when obstacles occur.</p>	<p>I can evaluate my own learning process and identify how it can be better next time.</p> <p>I am confident in sharing my success with others and can store my feelings in my internal treasure chest.</p>
Spring 2 <u>Healthy Me</u>	Piece 1 Being Fit and Healthy	Piece 2 Being Fit and Healthy	Piece 3 What Do I Know About Drugs	Piece 4 Being Safe	Piece 5 Being Safe or Unsafe	Piece 6 My Amazing Body
Objectives	<p>I understand how exercise affects my body and know why my heart and lungs are such important organs.</p> <p>I can set myself a fitness challenge.</p>	<p>I know that the number of calories, fat and sugar I put into my body will affect my health.</p> <p>I know what it feels like to make a healthy choice.</p>	<p>I can tell you my knowledge and attitude towards drugs.</p> <p>I can identify how I feel towards drugs.</p>	<p>I can identify things, people and places that I need to keep safe from</p> <p>I know some strategies for keeping myself safe, who to go to for help and how to call emergency services.</p> <p>I can express how being anxious or scared feels.</p>	<p>I can identify when something feels safe or unsafe</p> <p>I can take responsibility for keeping myself and others safe.</p>	<p>I understand how complex my body is and how important it is to take care of it</p> <p>I respect my body and appreciate what it does for me.</p>

Key

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Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

<u>Summer 1</u> <u>Relationships</u>	Piece 1 Family Roles and Responsibilities	Piece 2 Friendship	Piece 3 Keeping Myself Safe Online	Piece 4 Being a Global Citizen 1	Piece 5 Being a Global Citizen 2	Piece 6 Celebrating My Web of Relationships
Objectives	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. I can describe how taking some responsibility in my family makes me feel.	I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener. I know how to negotiate in conflict situations to try to find a win-win solution.	I know and can use some strategies for keeping myself safe online. I know who to ask for help if I am worried or concerned about anything online.	I can explain how some of the actions and work of people around the world help and influence my life. I can show an awareness of how this could affect my choices.	I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I can empathise with children whose lives are different to mine and appreciate what I may learn from them.	I know how to express my appreciation to my friends and family. I enjoy being part of a family and friendship groups.
<u>Summer 2</u> <u>Changing Me</u>	Piece 1 How Babies Grow	Piece 2 Babies			Piece 5 Family Stereotypes	Piece 6 Looking Ahead
Objectives	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I can express how I feel when I see babies or baby animals.	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow. I can express how I might feel if I had a new baby in my family.			I can start to recognise stereotypical ideas I might have about parenting and family roles. I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes.	I can identify what I am looking forward to when I move to my next class start to think about changes. I will make next year and know how to go about this.

Key

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Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

Year 4						
Autumn 1 <u>Being Me in My World</u>	Piece 1 Becoming a Class "Team"	Piece 2 Being a School Citizen	Piece 3 Rights, Responsibility and Democracy	Piece 4 Rewards and Consequences	Piece 5 Our Learning Charter	Piece 6 Owning our Learning Charter
Objectives	<p>I know my attitudes and actions make a difference to the class team.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded.</p> <p>I try to make people feel welcome and valued.</p>	<p>I understand who is in my school community, the roles they play and how I fit in.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p>	<p>I understand how democracy works through the School Council.</p> <p>I can recognise my contribution to making a Learning Charter for the whole school.</p>	<p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p> <p>I understand how rewards and consequences motivate people's behaviour.</p>	<p>I understand how groups come together to make decisions.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p>	<p>I understand how democracy and having a voice benefits the school community.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>
Autumn 2 <u>Celebrating Difference</u>	Piece 1 Judging by Appearance	Piece 2 Understanding Influences	Piece 3 Understanding Bullying	Piece 4 Problem-Solving	Piece 5 Special Me	Piece 6 Celebrating Difference: How We Look
Objectives	<p>I understand that, sometimes, we make assumptions based on what people look like.</p> <p>I try to accept people for who they are.</p>	<p>I understand what influences me to make assumptions based on how people look.</p> <p>I can question why I think what I do about other people.</p>	<p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure.</p> <p>I know how it might feel to be a witness to and a target of bullying.</p>	<p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell.</p> <p>I can problem-solve a bullying situation with others.</p>	<p>I can identify what is special about me and value the ways in which I am unique.</p> <p>I like and respect the unique features of my physical appearance.</p>	<p>I can tell you a time when my first impression of someone changed when I got to know them.</p> <p>I can explain why it is good to accept people for who they are.</p>

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Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

Spring 1 <u>Dreams and Goals</u>	Piece 1 Hopes and Dreams	Piece 2 Broken Dreams	Piece 3 Overcoming Disappointment	Piece 4 Creating New Dreams	Piece 5 Achieving Goals	Puzzle 6 We Did It
Objectives	I can tell you about some of my hopes and dreams. I know how it feels to have hopes and dreams.	I understand that sometimes hopes and dreams do not come true and that this can hurt. I know how disappointment feels and can identify when I have felt that way.	I know that reflecting on positive and happy experiences can help me to counteract disappointment. I know how to cope with disappointment and how to help others cope with theirs.	I know how to make a new plan and set new goals even if I have been disappointed. I know what it means to be resilient and to have a positive attitude.	I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group. I can enjoy being part of a group challenge.	I can identify the contributions made by myself and others to the group's achievement. I know how to share in the success of a group and how to store this success experience in my internal treasure chest.
Spring 2 <u>Healthy Me</u>	Piece 1 My Friends and Me	Piece 2 Group Dynamics	Piece 3 Smoking	Piece 4 Alcohol	Piece 5 Healthy Friendships	Puzzle 6 Celebrating My Inner Strength and Assertiveness
Objectives	I recognise how different friendship groups are formed, how I fit into them and the friends I value the most. I can identify the feelings I have about my friends and my different friendship groups.	I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations. I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with.	I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.	I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol. I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others.	I can recognise when people are putting me under pressure and can explain ways to resist this when I want. I can identify feelings of anxiety and fear associated with peer pressure.	I know myself well enough to have a clear picture of what I believe is right and wrong. I can tap into my inner strength and know how to be assertive.

Key

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Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

<u>Summer 1</u> <u>Relationships</u>	Piece 1 Jealousy	Piece 2 Love and Loss	Piece 3 Memories	Piece 4 Getting on and Falling Out	Piece 5 Girlfriends and Boyfriends	Piece 6 Celebrating My Relationships with People and Animals
Objectives	<p>I can recognise situations which can cause jealousy in relationships.</p> <p>I can identify feelings associated with jealousy and suggest strategies to problem-solve when this happens.</p>	<p>I can identify someone I love and can express why they are special to me.</p> <p>I know how most people feel when they lose someone or something they love.</p>	<p>I can tell you about someone I know that I no longer see.</p> <p>I understand that we can remember people even if we no longer see them</p>	<p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p> <p>I know how to stand up for myself and how to negotiate and compromise.</p>	<p>I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older</p> <p>I understand that boyfriend/girlfriend relationships are personal and special, and there is no need to feel pressurised into having a boyfriend/girlfriend.</p>	<p>I know how to show love and appreciation to the people and animals who are special to me.</p> <p>I can love and be loved.</p>
<u>Summer 2</u> <u>Changing Me</u>	Piece 1 Unique Me	Piece 2 Having a Baby	Piece 3 Girls and Puberty	Piece 4 Circles of Change	Piece 5 Accepting Change	Piece 6 Looking Ahead
Objectives	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>I appreciate that I am a truly unique human being.</p>	<p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult.</p>	<p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>	<p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I am confident enough to try to make changes when I think they will benefit me.</p>	<p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p>	<p>I can identify what I am looking forward to when I move to a new class.</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this.</p>

Key

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Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

Year 5						
Autumn 1 <u>Being Me in My World</u>	Piece 1 My Year Ahead	Piece 2 Being a Citizen of My County	Piece 3 Year 5 Responsibilities	Piece 4 Rewards and Consequences	Piece 5 Our Learning Charter	Piece 6 Owning our Learning Charter
Objectives	<p>I can face new challenges positively and know how to set personal goals.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I know what I value most about my school and can identify my hopes for this school year.</p>	<p>I understand my rights and responsibilities as a citizen of my country.</p> <p>I can empathise with people in this country whose lives are different to my own.</p>	<p>I understand my rights and responsibilities as a citizen of my country and as a member of my school.</p> <p>I can empathise with people in this country whose lives are different to my own.</p>	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel.</p> <p>I understand that my actions affect me and others.</p>	<p>I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole.</p>	<p>I understand how democracy and having a voice benefits the school community and know how to participate in this.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>
Autumn 2 <u>Celebrating Difference</u>	Piece 1 Different Cultures	Piece 2 Racism	Piece 3 Rumours and Name-Calling	Piece 4 Types of Bullying	Piece 5 Does Money Matter?	Piece 6 Celebrating Difference Across the World
Objectives	<p>I understand that cultural differences sometimes cause conflict.</p> <p>I am aware of my own culture.</p>	<p>I understand what racism is.</p> <p>I am aware of my attitude towards people from different races.</p>	<p>I understand how rumour-spreading and name-calling can be bullying behaviours.</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p>	<p>I can explain the difference between direct and indirect types of bullying.</p> <p>I know some ways to encourage children who use bullying behaviours to make other choices and know how to support children who are being bullied.</p>	<p>I can compare my life with people in the developing world.</p> <p>I can appreciate the value of happiness regardless of material wealth.</p>	<p>I can understand a different culture from my own.</p> <p>I respect my own and other people's cultures.</p>

Key

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Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

Spring 1 <u>Dreams and Goals</u>	Piece 1 When I Grow Up (My Dream Lifestyle)	Piece 2 Investigate Jobs and Careers	Piece 3 My Dream Job. Why I want it and the steps to get there.	Piece 4 Dreams and Goals of Young People in Other Cultures	Piece 5 How Can We Support Each Other?	Piece 6 Rallying Support
Objectives	I understand that I will need money to help me achieve some of my dreams. I can identify what I would like my life to be like when I am grown up.	I know about a range of jobs carried out by people I know and have explored how much people earn in different jobs I appreciate the contributions made by people in different jobs.	I can identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. I appreciate the opportunities that learning and education are giving me and understand how this will help me to build my future.	I can describe the dreams and goals of young people in a culture different to mine. I can reflect on how these relate to my own.	I understand that communicating with someone in a different culture means we can learn from each other and I can identify a range of ways that we could support each other. I appreciate the similarities and differences in aspirations between myself and young people in a different culture.	I can encourage my peers to support young people here and abroad to meet their aspirations, and suggest ways we might do this, e.g. through sponsorship. I understand why I am motivated to make a positive contribution to supporting others.
Spring 2 <u>Healthy Me</u>	Piece 1 Smoking	Piece 2 Alcohol	Piece 3 Emergency Aid	Piece 4 Body Image	Piece 5 My Relationship with Food	Puzzle 6 Healthy Me
Objectives	I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart. I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.	I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.	I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. I know how to keep myself calm in emergencies.	I understand how the media, social media and celebrity culture promotes certain body types. I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.	I can describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures. I respect and value my body.	I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy. I am motivated to keep myself healthy and happy.

Key

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Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

Summer 1 <u>Relationships</u>	Piece 1 Recognising Me	Piece 2 Safety with Online Communities	Piece 3 Being in an Online Community	Piece 4 Online Gaming	Piece 5 My Relationship with Technology: Screen Time	Piece 6 Relationships and Technology
Objectives	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I know how to keep building my own self-esteem.	I understand that belonging to an online community can have positive and negative consequences. I can recognise when an online community feels unsafe or uncomfortable.	I understand there are rights and responsibilities in an online community or social network. I can recognise when an online community is helpful or unhelpful to me.	I know there are rights and responsibilities when playing a game online. I can recognise when an online game is becoming unhelpful or unsafe.	I can recognise when I am spending too much time using devices (screen time). I can identify things I can do to reduce screen time, so my health isn't affected.	I can explain how to stay safe when using technology to communicate with my friends. I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others.
Summer 2 <u>Changing Me</u>	Piece 1 Self and Body Image	Piece 2 Puberty for Girls	Piece 3 Puberty for Boys	Piece 4 Conception	Piece 5 Looking Ahead 1	Piece 6 Looking Ahead 2
Objectives	I am aware of my own self-image and how my body image fits into that. I know how to develop my own self esteem.	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally. I understand that puberty is a natural process that happens to everybody and that it will be ok for me.	I can describe how boys' and girls' bodies change during puberty. I can express how I feel about the changes that will happen to me during puberty.	<i>I understand that sexual intercourse can lead to conception and that is how babies are usually made</i> <i>I also understand that sometimes people need IVF to help them have a baby.</i> I appreciate how amazing it is that human bodies can reproduce in these ways.	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent). I am confident that I can cope with the changes that growing up will bring.	I can identify what I am looking forward to when I move to my next class. I can start to think about changes I will make next year and know how to go about this.

Key

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Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

Year 6						
<u>Autumn 1</u> <u>Being Me in My World</u>	Piece 1 My Year Ahead	Piece 2 Being a Global Citizen 1	Piece 3 Being a Global Citizen 2	Piece 4 The Learning Charter	Piece 5 Our Learning Charter	Piece 6 Owning Our Learning Charter
Objectives	<p>I can identify my goals for this year, understand my fears and worries about the future and know how to express them.</p> <p>I know how to use my Jigsaw Journal.</p> <p>I feel welcome and valued and know how to make others feel the same.</p>	<p>I know that there are universal rights for all children but for many children these rights are not met</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p>	<p>I understand that my actions affect other people locally and globally.</p> <p>I understand my own wants and needs and can compare these with children in different communities.</p>	<p>I can make choices about my own behaviour because I understand how rewards and consequences feel and I understand how these relate to my rights and responsibilities.</p> <p>I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them.</p>	<p>I understand how an individual's behaviour can impact on a group.</p> <p>I can contribute to the group and understand how we can function best as a whole.</p>	<p>I understand how democracy and having a voice benefits the school community.</p> <p>I understand why our school community benefits from a Learning Charter and how I can help others to follow it by modelling it myself.</p>
<u>Autumn 2</u> <u>Celebrating Difference</u>	Piece 1 Am I Normal?	Piece 2 Understanding Difference	Piece 3 Power Struggles	Piece 4 Why Bully?	Piece 5 Celebrating Difference	Piece 6 Celebrating Difference
Objectives	<p>I understand there are different perceptions about what normal means.</p> <p>I can empathise with people who are different.</p>	<p>I understand how being different could affect someone's life.</p> <p>I am aware of my attitude towards people who are different.</p>	<p>I can explain some of the ways in which one person or a group can have power over another.</p> <p>I know how it can feel to be excluded or treated badly by being different in some way.</p>	<p>I know some of the reasons why people use bullying behaviours.</p> <p>I can tell you a range of strategies for managing my feelings in bullying situations and for problem-solving when I'm part of one.</p>	<p>I can give examples of people with disabilities who lead amazing lives.</p> <p>I appreciate people for who they are.</p>	<p>I can explain ways in which difference can be a source of conflict and a cause for celebration.</p> <p>I can show empathy with people in either situation.</p>

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Claycots School PSHE and RHE Medium Term Plan

Spring 1 <u>Dreams and Goals</u>	Piece 1 Personal Learning Goals	Piece 2 Steps to Success	Piece 3 My Dream for the World	Piece 4 Helping to Make a Difference	Piece 5 Helping to Make a Difference	Piece 6 Recognising Our Achievements
Objectives	I know my learning strengths and can set challenging but realistic goals for myself (e.g. one in-school goal and one out-of-school goal). I understand why it is important to stretch the boundaries of my current learning.	I can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these. I can set success criteria so that I will know whether I have reached my goal.	I can identify problems in the world that concern me and talk to other people about them. I recognise the emotions I experience when I consider people in the world who are suffering or living in difficult situations.	I can work with other people to help make the world a better place. I can empathise with people who are suffering or who are living in difficult situations.	I can describe some ways in which I can work with other people to help make the world a better place. I can identify why I am motivated to do this.	I know what some people in my class like or admire about me and can accept their praise. I can give praise and compliments to other people when I recognise their contributions and achievements.
Spring 2 <u>Healthy Me</u>	Piece 1 Taking Responsibility for my Health and Well-Being	Piece 2 Drugs	Piece 3 Exploitation	Piece 4 Gangs	Piece 5 Emotional and Mental Health	Piece 6 Managing Stress and Pressure
Objectives	I can take responsibility for my health and make choices that benefit my health and well-being. I am motivated to care for my physical and emotional health.	I know about different types of drugs and their uses and their effects on the body particularly the liver and heart. I am motivated to find ways to be happy and cope with life's situations without using drugs.	I understand that some people can be exploited and made to do things that are against the law. I can suggest ways that someone who is being exploited can help themselves.	I know why some people join gangs and the risks this involves. I can suggest strategies someone could use to avoid being pressurised.	I understand what it means to be emotionally well and can explore people's attitudes towards mental health/illness. I know how to help myself feel emotionally healthy and can recognise when I need help with this.	I can recognise stress and the triggers that cause this and I understand how stress can cause drug and alcohol misuse. I can use different strategies to manage stress and pressure.
Summer 1 <u>Relationships</u>	Piece 1 What is Mental Health?	Piece 2 My Mental Health	Piece 3 Love and Loss	Piece 4 Power and Control	Piece 5 Being Online: Real or Fake? Safe or Unsafe?	Piece 6 Using Technology Responsibly

Key

Red – Taught in line with the Science National Curriculum (statutory)

Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020



Claycots School PSHE and RHE Medium Term Plan

Objectives	<p>I know that it is important to take care of my mental health.</p> <p>I understand that people can get problems with their mental health and that it is nothing to be ashamed of.</p>	<p>I know how to take care of my mental health.</p> <p>I can help myself and others when worried about a mental health problem.</p>	<p>I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.</p> <p>I can recognise when I am feeling those emotions and have strategies to manage them.</p>	<p>I can recognise when people are trying to gain power or control.</p> <p>I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control.</p>	<p>I can judge whether something online is safe and helpful for me.</p> <p>I can resist pressure to do something online that might hurt myself or others.</p>	<p>I can use technology positively and safely to communicate with my friends and family.</p> <p>I can take responsibility for my own safety and well-being.</p>
Summer 2 Changing Me	Piece 1 My Self Image		Piece 3 Babies: Conception to Birth		Piece 5 Real-self and Ideal-self	Piece 6 The Year Ahead
Objectives	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I know how to develop my own self esteem.</p>		<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I can recognise how I feel when I reflect on the development and birth of a baby.</p>		<p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'.</p>	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p> <p>I know how to prepare myself emotionally for the changes next year.</p>

Key

Red – Taught in line with the Science National Curriculum (statutory)

Purple – Non-statutory Relationship and Health lessons

Updated June 12th 2020

